

## **MONTANA'S PREVENTION STRATEGY**

Montana's RPE Program uses a variety of tools to ensure that work remains focused on primary prevention issues. One of those tools is the "Principles of Effective Education Programs."

According to the 2003 Nation et.al article (Nation, Maury et.al. "What works in prevention: principles of effective prevention programs." *American Psychologist* June/July 2003 Vol. 58 No. 6/7 pp. 449-456), there are nine principles that can help prevention practitioners select, modify, or create more effective education programs.

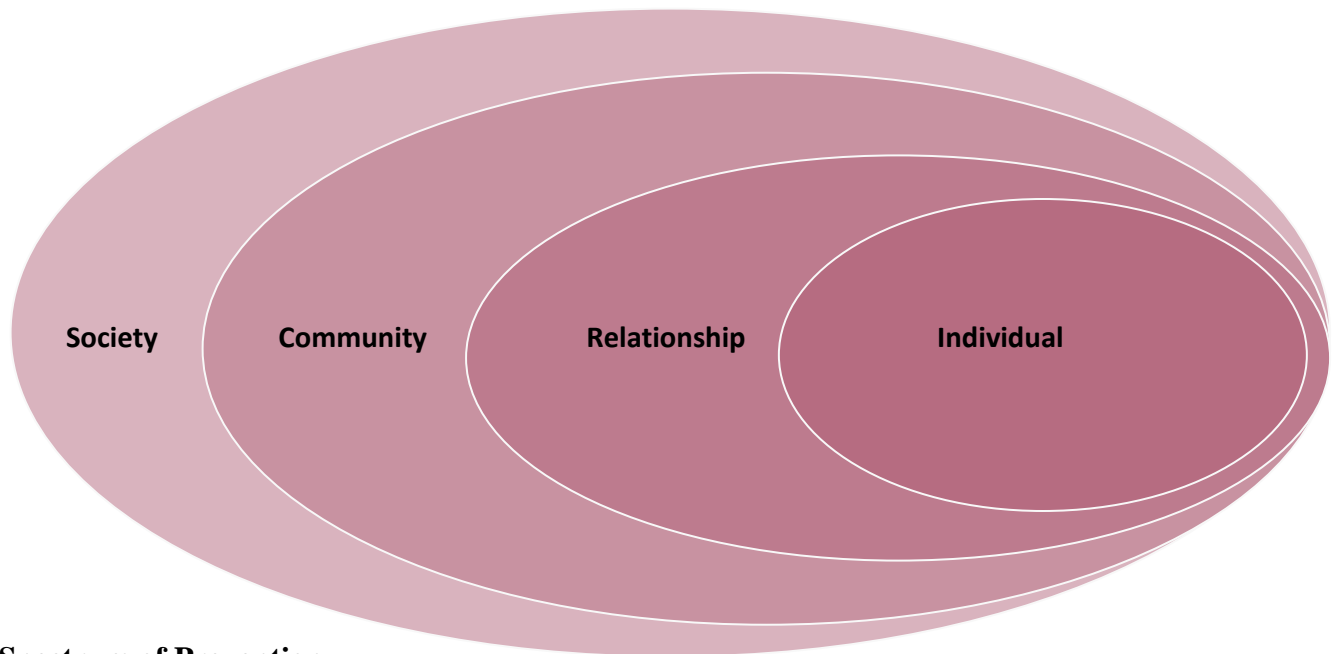
### **Principles of Effective Prevention Programs**

Comprehensive	Multi-component approaches that address critical domains (e.g. family, peers, community) that influence the development and perpetuation of the behaviors to be prevented.
Varied Teaching Methods	Programs which involve diverse teaching methods that focuses on increasing the awareness and understanding of the problem behaviors and on acquiring or enhancing skills.
Sufficient Dosage	Programs that provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects.
Theory Driven	Programs that have theoretical justifications that are based on accurate information, and are supported by empirical research.
Positive Relationships	Programs that provide exposure to adults and peers in a way which promotes strong relationships and supports positive outcomes.
Appropriately Timed	Programs that are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants.
Socio-culturally Relevant	Programs that are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation.
Outcome Evaluation	Programs that have clear goals and objectives and make an effort to systemically document their results relative to the goals.
Well-trained Staff	Program staff that support the program and are provided with training regarding the implementation of the intervention.

### **Social Ecological Model**

Montana's RPE Program also uses the social ecological model to govern its work. A strong prevention program addresses each level of the social ecology, and we try to ensure that each program using RPE funds creates strategies for social change that affect individuals, their immediate relationships, their community, and their society.

## Social Ecological Model



### The Spectrum of Prevention

Another way to address social change is with “The Spectrum of Prevention” which highlights the need to govern social change with a multi-level response. The following is a list of a multi-level spectrum of change produced by the National Sexual Violence Resource Center (*Sexual Violence and the Spectrum of Prevention: Toward a Community Solution*. Rachel Davis, Lisa Fujie Parks, Larry Cohen. 2006). For more information on the spectrum of change please visit [www.nsvrc.org](http://www.nsvrc.org).

### **The Spectrum of Prevention: A tool for comprehensive action and norms change**

Level 1 Strengthening Individual Knowledge and Skills

Enhancing an individual’s capability to prevent violence and promote safety

Level 2 Promoting Community Education

Reaching groups of people with information and resources to prevent violence and promote safety

Level 3 Educating Providers

Informing providers who will transmit skills and knowledge to others and model positive norms

Level 4 Fostering Coalitions and Networks

Bringing together groups and individuals for broader goals and greater impact

Level 5 Changing Organizational Practices

Adopting regulations and shaping norms to prevent violence and improve safety

## Level 6 Influencing Policies and Legislation

Enacting laws and policies that support healthy community norms and a violence-free

### **Risk and Protective Factors**

While some say that violent behavior is inevitable and often unavoidable, there are identifiable risk factors—factors that may increase the chances of perpetration. These include individual factors such as hostile attitudes toward women as well as community and societal factors such as a general tolerance of sexual violence within the community that lead some to believe that violence against women is acceptable. For more information about risk and protective factors as they pertain to sexual violence, please visit

<http://www.cdc.gov/ViolencePrevention/sexualviolence/riskprotectivefactors.html>